



# Model Lesson Plan

## Social Studies

### Grade 7 - 8 - Topic 26 - Tribal Membership, Tribal Identity

#### Stage 1 - Desired Results

**Established Goals:**

- Understand tribal membership and tribal identity; tribes have different criteria. (GLE 7-8.6.1)
- Compare and illustrate ways Montana tribes meet needs and concerns (e.g., heritage, friendship, self esteem) and contribute to personal identity (tribal membership and identity issues for tribes, blood quantum, lineages, family trees). (GLE 7-8.6.1).

**Understandings:**

- Tribal membership and tribal identity are defined in the constitutions of each tribe, and may be different. (GLE 7-8 6.1)
- Tribal membership is determined by blood quantum; lineages and an understanding of one's family tree is vital to membership. (GLE 7-8.6.1)

**Essential Questions:**

- How are tribal membership and tribal identity defined within tribes?
- Why are lineages and blood quantum important in determining tribal membership?
- What are some of the issues with tribal membership and tribal identity?
- Why is understanding one's family tree vital to tribal members?
- How are heritage and lineage alike? Different? What are the differences between one's heritage, one's identity, and one's lineage?

*Students will be able to...*

- Define tribal membership, tribal identity, ancestors, lineages, family trees, heritage and blood quantum and use these appropriately in discussions, class work, and assessments.
- Tell the requirements for tribal membership and tribal identity for two or more Montana tribes.

#### Stage 2 - Assessment Evidence

**Performance Tasks:**

- Use lesson definitions appropriately in discussion and in an assessment.
- Research requirements for tribal membership for two or more Montana tribes, and show the requirements for each, and describe the differences between the tribes, regarding membership.

**Other Evidence:**

#### Stage 3 - Learning Plan

**Learning Activities:**

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will need the worksheets described in the lesson plan that follows.
- H= Teacher and students discuss the big ideas and Essential Questions. These Essential Questions will have more than one answer, depending on viewpoints expressed.
- E= Teacher guides discussion and class activities, ensuring that students as a group, and in discussion, understand the terminology, and the implications of tribal membership requirements (teachers use one MT tribe's Constitution and requirements). The discussion must also respect the Family Privacy Act; individual heritages are not required or discussed.
- R= Students discuss what they have learned in small groups. The purpose is to learn more, and where necessary, revise their ideas, based on their understandings. It is essential that all viewpoints are honored.
- E= Students perform their research on two more tribes (beyond the tribe used by the teacher as an example), taking notes and making the comparisons. After they have finished, they evaluate their work, reflecting on (write/tell) what they have learned (this can be in a journal, or in their notes—but these should be retained by the student as a part of their work efforts on this assignment).
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should complete activities based on their different needs and abilities and IEP.
- O= This will probably take 3 class periods for the assignment and discussion; discussion of the definitions is essential; this sets up the work. A reminder of the definitions should be completed before assessment occurs.



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### Vocabulary/Concepts:

- blood quantum, heritage, lineage, family tree, tribal requirements for membership, tribal identity.

### Follow-up Activity:

Read a book about heritage, tribal membership or identity. Contact your school librarian previous to the lesson to determine titles available in the school library. Recommended books from the Oyate Internet site [www.oyate.org] include:

Campbell, Maria (Cree/Métis), *Halfbreed*. 1973.

“I write this for all of you, to tell you what it is like to be a Halfbreed woman in our country. I want to tell you about the joys and sorrows, the oppressing poverty, the frustration and the dreams.... I am not bitter. I have passed that stage. I only want to say: this is what it was like, this is what it is still like.”

Dumont, Marilyn (Cree/Métis), *A Really Good Brown Girl*. 1996.

With sly wit and determination (and very good writing), Dumont challenges the boundaries imposed on Indian people by white society. Watch out—Dumont is a really good brown girl with an attitude! (Review by Oyate)

Hungry Wolf, Beverly (Blackfeet), *The Ways of My Grandmothers*. 1980, b/w photos. Beverly Hungry Wolf writes about the lives of Native women as experienced by her people during the recent past. A lot of nonsense has been written about the women of Native America, past and present. *The Ways of My Grandmothers* is a good antidote. (Review by Oyate)

### Resources

### Teacher/Librarian Note on Materials Available Online:

Tribal Constitutions are available at the following sites. It is recommended that you either run off copies for ease of student research, or provide time for students to research online.

The National Tribal Justice Resource Center has Constitutions for certain Montana Tribes and Reservations (Blackfeet, Crow, Fort Belknap Reservation, Fort Peck Reservation, Salish and Kootenai Tribes of the Confederated Flathead Reservation) at their Model Codes site: [www.tribalresources.org](http://www.tribalresources.org)

The Rocky Boy's Reservation Constitution is available online at <[Thorpe.ou.edu/IRA/creecons.html](http://Thorpe.ou.edu/IRA/creecons.html)>

The Northern Cheyenne Reservation Constitution is available at:

<[www.mt.blm.gov/mcfo/cbm/eis/NCheyenneNarrativeReport/AppB.pdf](http://www.mt.blm.gov/mcfo/cbm/eis/NCheyenneNarrativeReport/AppB.pdf)>

### COMPARING REQUIREMENTS FOR TRIBAL MEMBERSHIP

Name \_\_\_\_\_

1. Your task is to compare the requirements for tribal membership for two Montana Indian tribes. Remember that each Montana tribe may have different requirements for tribal membership. Utilize tribal Constitutions to research before completing your comparison of two tribes.

\_\_\_\_\_ Tribe

\_\_\_\_\_ Tribe